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ABSTRACT

This report presents the results of a survey of 2,000 Minnesota adults' opinions about public education in 1985. Following a discussion of study background and a summary of findings, the report is divided into ten sections, each dealing with a different survey question. Each section presents the question, shows the distribution of responses, commenting on changes since the 1984 survey, and outlines the kinds of divergent opinions found in various subgroups of the population. Among the major findings reported are that 22.5% of the respondents said education was one of the most important issues facing Minnesota today; 83.1% rated Minnesota public schools as good or excellent; and 55.4% said increasing teacher salaries was an acceptable way to reform schools. A proposal to test students' skills through annual standardized tests was supported by 90%, and 70% opposed statewide open enrollment policies. Three-quarters of the respondents said they would be willing to forego a portion of a proposed tax cut if the money went to improving public schools, and 64% agreed with the present State policy of giving aid to private schools through tuition tax credits and other programs. According to 68.2% of the respondents, the problems of public education today are based on the general problems of society. (KH)

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1985 MINNESOTA CITIZEN OPINIONS ON PUBLIC EDUCATION AND EDUCATIONAL POLICIES

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THE FUTURE OF K-12 PUBLIC EDUCATION IN MINNESOTA

A project sponsored by the Center for Urban and Regional Affairs and the College of Education, University of Minnesota

1985 MINNESOTA CITIZEN OPINIONS ON PUBLIC EDUCATION AND EDUCATIONAL POLICIES

by

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FOREWORD

This report presents the results of a spring 1985 survey of adults across Minnesota. It is an update of a spring 1984 survey on the same topic, presented in an earlier publication, Minnesota Citizen Attitudes Towards Public Education (CURA 1985). The surveys were both conducted by the Minnesota Center for Social Research and included many of the same people and same questions in order to measure attitude changes on critical issues. New questions were added to gain insight into attitudes about emerging issues.

The report grows out of the Project on the Future of K-12 Public Education in Minnesota sponsored jointly by CURA and the College of Education at the University of Minnesota. The project, begun in the summer of 1983, has been designed to develop an accurate and comprehensive assessment of K-12 public education in Minnesota, to examine the debate surrounding public education, especially its applicability to Minnesota, and to analyze the various reform proposals as they might apply to Minnesota.

The central component of the project is the University of Minnesota Panel on the Future of Public Education in Minnesota, comprised of faculty members from various disciplines throughout the University with expertise and interest in public education. This faculty panel has guided the development of the project and reviewed its reports and publications. Two other CURA publications have appeared in this series: The Berman, Weiler Study of Minnesota Student Performance: A Critical Review, and Minnesota K-12 Education: The Current Debate, the Present Condition.

INTRODUCTION

Minnesotans view education as one of the top three issues facing the people of the state. This finding was true in a 1984 survey of the adult resident population and it was true again in 1985. Given this concern, it is appropriate that attitudes about specific educational issues and proposals were asked as well. The results of such a survey are presented in this report.

The education questions were part of a larger telephone survey conducted by the University's Minnesota Center for Social Research in the spring of 1985. The bulk of this survey (75 percent) was taken during the last week of April and first two weeks of May. In this survey, 2,000 adults were asked dozens of questions about many issues including education.* With this size sample, results will be correct within a range of ± 2 percent.** The basic strategy for selecting respondents was random digit dialing, but 72 percent of the 1985 respondents were selected from the people who had participated in a similar survey one year earlier.

The purpose of carrying forward a panel of people from one time period to another was to identify changes in attitudes more confidently; asking a completely new group of people might have brought out different attitudes at the time of both surveys. The 1985 survey panel was comprised largely of people who had been contacted in 1984 as well. Nevertheless, the 1985 panel showed a few demographic differences. Eight percent more were married and had children while there were corresponding reductions in marrieds without children (down 6 percent) and single parents (down 2 percent). This could easily represent a natural demographic evolution. The same is true of household income. Incomes of the 1985 panel had shifted upward; 5.6 percent fewer earned under $20,000 and 5.6 percent more earned $30,000 or more.

Ten major questions on education were asked in the 1985 survey. Two of the questions had subparts, giving thirteen questions in all. Five of the questions were also asked in 1984. The body of this report presents the response to each question. A page or more is given to each question, giving the question verbatim, showing the distribution of responses, commenting on changes since 1984 where appropriate, and outlining the kinds of divergent opinions found in various subgroups of the population. Twelve major variables (demographic stratifications of the population) were examined: age, income, education, religion, occupation, sex, household composition, children in school, Twin Cities as a special entity, region of the state, size of home city, and political affiliation.

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*See Codebook and Methods of Minnesota State Survey (Minnesota Center for Social Research, July 1985) for the full survey and its results (unanalyzed).

**Ninety-five percent confidence level.

Appendix A gives further detail on these twelve variables and also uses the most recent census data (1980) to document how representative the survey sample was of the state's population as a whole. On a number of measures, including geographic distribution, occupation, and sex, the sample was very close to the state's total population. On others, the sample proved to be slightly different, for example, slightly older, better educated, and of higher income than the state as a whole. At least the last difference can be explained, in part, by the four years of high inflation intervening between the time of the 1980 census and the date of this survey.

Appendix B presents the results of using a statistical measure, chi-squared, to test each of the twelve variables for differences in the responses of their subgroups as compared to the overall response to each question. For readers not interested in this level of statistical detail, an asterisk (*) has been placed in the main body of the report next to statements about the variables in which the responses show a pattern or differ in some important way from the overall responses.

A broad summary of all questions and relations is presented next in an attempt to synthesize all these details and give a general flavor of Minnesotans' attitudes toward this important issue of public education.

BACKGROUND AND SUMMARY

Education is one of the most important issues facing the people of Minnesota. In a survey of 2,000 adults taken in the spring of 1985, education was mentioned by 23 percent as one of the three most important issues, trailing only taxes (75 percent) and unemployment (32 percent). Given this concern, it is appropriate to report citizen opinions on public education and numerous existing and proposed educational policies. Three broad policy areas are covered: increasing spending, improving equity, and improving accountability.

Prior to this survey, in his January 1985 address to the legislature, Governor Perpich had also called education a priority. He called for increased expenditures and for new policies that would provide what he called "Access to Excellence" in education. Included in these proposals was "open enrollment," which would allow parents of eleventh and twelfth graders the choice of which public school their sons or daughters would attend. Coupled with this would be the reporting of scores on yearly standardized tests, which would aid parents in selecting schools. By the time of this survey, much of the publicity and debate surrounding these proposals had subsided. The governor's programmatic proposals had been tabled or modified. Yet the debate seems to have had positive effects on raising concerns about and understanding of educational issues. The 23 percent mentioning education as an important issue, for example, represent a significant increase over the 17 percent who mentioned education one year earlier.

Despite the high concern for education, Minnesotans seem pleased with their public school system. Eighty-three percent rated Minnesota public schools "good" or "excellent" in the survey.

At the same time, many Minnesotans agreed with the reformers. Minnesotans were willing to strongly endorse four policies for improving the school system:

1. Provide more state support to poorer districts. Eighty-five percent approved this policy. Such a policy is already included in the state funding guidelines and it appears popular.
2. Provide aid to private schools through tuition tax credits and other programs. Sixty-four percent approve this existing policy.
3. Forego tax cuts with the money going to improve public education. Seventy-eight percent approved such a policy. The 1985 legislature did, in fact, increase funding to elementary and secondary education by 21 percent even while it was cutting the overall state budget by a billion dollars.

4. Require schools to test students on a standardized test and publish the results. Ninety percent approved the testing and 77 percent of those who approved it also favored publishing the scores. No such comprehensive policy now exists.

Other proposed policies were met with a more lukewarm reception or rejected. The governor had proposed open enrollment; this was rejected by over two-thirds of the survey respondents. Subsequently, it was rejected by the 1985 legislature, which did ultimately pass legislation allowing eleventh and twelfth graders to take classes in post-secondary institutions with the state paying expenses. Proposals to increase teacher salaries significantly or restrict the spending of wealthier districts were favored and opposed by roughly equal numbers of people.

In summary, Minnesotans are concerned about primary and secondary education and they are willing to spend money to improve the situation. They are especially concerned about equal access to quality education. In exchange for increased dollars, Minnesotans want the schools to be accountable through published results of standardized tests. They reject open enrollment as a measure of accountability or improved quality of education.

ATTITUDES TOWARD PUBLIC EDUCATION (questions A2, B1, and B9)

The overwhelming majority of Minnesotans (83 percent) thought that their public schools are good or excellent. This positive response was even higher than the 79 percent rating of 1984. Nevertheless, education was ranked third, as an important problem facing the citizens of the state; 23 percent mentioned education, up 6 percent from the previous year. The problems of schools are not, however, seen as internal problems. When asked what was the main source of the problems encountered by public schools, over half said "general problems of society" and only 20 percent placed responsibility within the schools themselves (teachers, administrations, or school boards).

The rating of the schools was not uniform throughout the population, though no subgroup fell below a 73 percent rating of good or excellent. Highest ratings came from those with a college or graduate degree, those with children in the public schools, people aged 50 to 59, and those living in northeast or northwest Minnesota; 90 percent or more of all these groups gave good/excellent ratings. Lowest ratings came from the least educated (still 79 percent good/excellent), the poorest (78 percent), those with children in private schools (74 percent), Minneapolis residents (73 percent), and political independents (76 percent). Within these lower ratings, two significant improvements were witnessed compared to 1984: private school parents increased their favorable rating of public schools from 59 percent to 74 percent and Minneapolis residents increased their favorable

rating from 60 percent to 73 percent. Favorable ratings increased even more in St. Paul, from 60 percent to 78 percent.

Why did Minnesotans rate their schools so highly while at the same time listing education as one of the three major problems facing the state? A closer look at the school ratings may bring part of the explanation; of those giving a favorable rating, only 26 percent gave the top rating, "excellent." This left all the other respondents, 74 percent, seeing room for improvement. Another part of the explanation comes from looking in more detail at those who mentioned education as a major problem. Twenty-three percent named education, but these respondents fell into three categories. Forty-two percent said nothing more specific than "education," 36 percent mentioned "educational quality" as the issue, and 23 percent said "educational financing" was the problem. In addition, it should be noted that only 24 percent of those who cited education as a major problem, spoke of this issue first. Both taxes (75 percent) and unemployment (32 percent) were named more often than education.

The concern for education as an important state issue was felt more strongly by some segments of the population than others. People in their child rearing years (30 percent of those in their thirties), married and with children (25 percent), and with children enrolled in school (27 percent) mentioned education as an important issue more than other subpopulations. Those in the higher socioeconomic classes also mentioned education more often: 27 percent of those earning $30,000 to $40,000, 29 percent of those in manager-professional occupations, and 36 percent of those with graduate degrees. Thirty-four percent of those living in Minneapolis mentioned education as an important state issue.

Similarly, the identification of the main source of problems of the public schools varied according to different segments of the population, but here variations were small. While 20 percent of the total population felt the schools themselves to be the source, some groups felt this more strongly: those in their 20s (25 percent), Catholics (24 percent), those in farm-forest occupations (26 percent), single parents (25 percent), private school parents (25 percent), residents of the southwest (26 percent), residents of the smallest cities (24 percent), and those who identified themselves as Independent-Republicans (26 percent). On the other extreme were several groups that least often identified the schools as the source of the problem: people in their 50s (15 percent), those with graduate degrees (11 percent), managers-professionals (13 percent), metropolitan area residents (17 percent), and Independent-Democrats (16 percent).

OPINIONS ON EDUCATION POLICIES (questions B2 through B8, and B10)

Given the concern for education, it is appropriate to ask citizens their opinions on existing and proposed policies aimed at improving the system. All of the policies presented on the survey dealt with the public school system itself even though most Minnesotans identified the main source of problems as being outside the schools. One set of questions focused on spending more money to improve education. A second set focused on the equity issue; trying to provide equal educational opportunities to all children in the state. A third group looked at making the schools more accountable through statewide testing and open enrollments.

Increase Spending (questions B2 and B8)

Minnesotans overwhelmingly favored foregoing a portion of their promised tax cut if the money would go for improving the public schools (78 percent approved). When asked whether they approved a significant increase in teacher salaries, however, citizens were more divided with only 55 percent approving. This figure, however, was a significant 6 percent increase over the approval rate in 1984. Why did 78 percent approve increased spending in the tax cut question but only 55 percent approve increased spending for teacher salaries? The reason may be tied to the wording of these two questions. The phrase "significantly increase teacher salaries" may have worried some people who might have agreed with a more moderate increase. Also, the salary question started "One proposal for reforming public schools..." while the tax increase question referred to "...improving public schools." People might have been more willing to spend money on teacher salaries if it had been linked with improving the schools rather than reforming them. It is also possible that people would like the extra tax money used for other purposes, like hiring more teachers or providing support services to them.

Strongest approval for the idea of foregoing a portion of a tax cut and using that money to improve education came from the following groups: those under age 40 (82 percent), those with some college education (82 percent), those earning $30,000-$40,000 (83 percent), single parents (83 percent), those living in the northeast or southeast (83 percent), and strong Democrats (87 percent). Lowest approval came from the elderly (69 percent), those with the least education (69 percent), those in farm-forest occupations (67 percent), those with children in private schools (56 percent), and strong Republicans (62 percent). Differences by population subgroup were also seen in the question of significantly raising teacher salaries. Highest approval came from people in their 20s (65 percent), people with higher incomes (63 percent for those over $30,000), people with more education (73 percent for those with a graduate degree), and people who were

managers-professionals (69 percent). Those who approved also tended to live in larger cities (64 percent approval for those in cities of 10,000 or more), in the metropolitan area (64 percent approval), and especially St. Paul (72 percent approval). Lowest rates of approval came from people who were the most opposite to those approving: those over age 50 (46 percent approval), those without a high school degree (45 percent), those in farm-forest occupations (25 percent approval), outstate residents (47 percent), and those living in the southwest (42 percent).

Improve Equity (questions B3, B4, and B10)

Minnesota was among the first states attempting to improve equal educational opportunities for children regardless of community resources. The policy of providing more state aid to school districts with less ability to fund their own educational programs was called the "Minnesota Miracle." It has continued to have enormous support from the public (though, in fact, the policy has not really worked*). In this survey 85 percent favor such a policy. They were much less certain about limiting the spending of wealthier districts; this policy was favored by only 51 percent. On a different aspect of equity, Minnesotans are willing to support the education of students who are not in the public schools. When asked about supporting private schools through tuition tax credits** and other programs, 64 percent favored the policy. On this policy too, Minnesota has been a leader in sharing tax dollars with private schools and with the children and families in those schools. No state provides a wider range of support.

Only a few subgroups of the population were notably different in their views towards state support of less wealthy school districts. Those favoring this policy substantially above the 85 percent average were: single parents (93 percent) and Democrats (90 percent). A few groups were considerably below the 85 percent average, but still had substantial majorities: those without a high school degree (80 percent), those in crafts and repair (72 percent) or farm-forest (76 percent) occupations, those with children in private schools (73 percent), and strong Republicans (69 percent).

Wider variation was seen on the issue of restricting the spending level of wealthier school districts so their programs remain similar to those in poorer school districts. Greatest support for such a policy came from people over age 60 (65 percent), those with

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*See Minnesota K-12 Education: The Current Debate, The Present Condition (CURA 1985) for a detailed discussion of this policy.

**Technically, the state offers a tax deduction, not a credit. Common usage dictated the use of "tax credit" in the wording of this question.

incomes under $10,000 (65 percent), those without a high school diploma (72 percent), those in farm-forest occupations (72 percent), outstate residents (58 percent) and residents of the northeast (68 percent), and strong Democrats (62 percent). Opposing this policy most were people in their 30s (41 percent approval), those with incomes over $50,000 (27 percent), those with a college or graduate degree (23 percent), those with no religious affiliations (38 percent), managers-professionals (32 percent), metropolitan residents (43 percent) and particularly Minneapolis residents (40 percent), and Republicans (39 percent).

Of all subgroups of the population, only one fell below majority endorsement of the policy to give aid to private schools: those individuals without a religious affiliation (45 percent agreed with the policy). The strongest supporters were Catholics (80 percent) and those with children in private schools (94 percent). Others less supportive of this policy included people with a graduate degree (56 percent) and residents of the northwest and northeast (56 percent).

Improve Accountability (questions B5, B5a, B6, B7a, B7b, and B7c)

Minnesotans were presented with two different options for improving accountability. In one set of questions, they said "yes" to policies of standardized tests with published results. In another set, they said "no" to open enrollment. Proponents of these two approaches start with different assumptions about what makes for good schools. Proponents of testing argue that common performance measures are key to knowing whether schools are doing their jobs. Open enrollment proponents argue that diversity is the key to quality education and that each family should be able to choose the kind of education it deems best. Governor Perpich combined these two contrasting approaches in his "Access to Excellence" proposals, taking a competitive market approach where people use all available information (including test results) in making their choice of schools. This approach has been important in the 1980s as policy makers attempt to improve the quality and cost-effectiveness of public services.

The public divided their responses on these approaches. They clearly chose the testing approach. Ninety percent of those interviewed favored a requirement that schools annually test students across the state using a standardized test. Seventy-seven percent of those people further favored publishing the results of these tests.

On the other hand, on the question of open enrollment, allowing parents to select the school their children will attend, Minnesotans were overwhelmingly opposed. Over two-thirds (69 percent) were opposed to the proposal on open enrollment for eleventh and twelfth graders; and even if it had been accepted, people further opposed extending open

enrollments to ninth and tenth graders (76 percent), all grades in the public schools (82 percent), or all grades in non-public schools (72 percent).

Support for statewide testing was universal. Of all the many population subgroups, only one group varied from the 90 percent support by more than 5 percent; 84 percent of those with a graduate degree supported the proposal. Variation was only somewhat wider on the issue of publishing the results, but the lowest rate of support was 70 percent (those living in the northeast). Highest support for publishing the results came from those with advanced degrees (90 percent), those with children in private school (84 percent), St. Paul residents (84 percent), and those in their 40's (83 percent).

Similarly, the variation in opposition to all open enrollment proposals was fairly narrow. On the proposal for eleventh and twelfth graders, strongest opposition came from those in farm-forest occupations (82 percent) and people living in the northwest region (81 percent); strongest support was found among single parents (still 56 percent opposed), residents of Minneapolis (51 percent opposed), and those whose religious affiliation was neither Protestant nor Catholic (57 percent opposed). Expanding open enrollment to ninth and tenth graders was opposed most by those in farm-forest occupations (89 percent) and least by residents of Minneapolis (56 percent). Expanding to all grades in the public schools was opposed most by those in the $30,000-$40,000 income range (89 percent) and least, again, by residents of Minneapolis (70 percent). Opposition to expanding open enrollments to all grades in non-public schools was highest (80 percent) among those in farm-forest occupations and those living in the northwest region; lowest opposition (60 percent) was found among residents of Minneapolis and St. Paul.

THE QUESTIONS

A2. In your opinion, what do you think are two or three of the most important issues facing people in Minnesota today?

	Number of Responses	Percent of the 1,909 Responding to this Question
Taxes	1425	74.6
Unemployment	603	31.6
Education	**429**	**22.5**
Environment	350	18.3
Farming	310	16.2
Business	257	13.5
Economy	132	6.9
Transportation	101	5.3
Welfare	83	4.3
Weather	68	3.6
Government	57	3.0
Health care	43	2.3
Abortion	36	1.9
Inflation	34	1.8
Housing	32	1.7
Crime	31	1.6
Energy	29	1.5
Gambling	16	.8
War	13	.7
Other	529	27.7
TOTAL	4578	239.8%

Note: 21.5 percent mentioned education at least once; 1 percent mentioned education more than once, mentioning different aspects (for example, quality and financing).

- **COMPARISON WITH 1984:** Those mentioning education increased from 16.8 percent. Other significant changes were an increase in the mention of taxes from 65.4 percent and a major increase in those mentioning farming from just 3.3 percent in 1984.

For those 21.5 percent mentioning education at least once:

AGE: Those in their 30s had the highest rates of mentioning education (30 percent).

INCOME: Those in the income range $30,000-$40,000 mentioned education at the highest rate (27 percent). Mention decreased for both higher and lower income groups.

- **EDUCATION:** A strong upward trend appeared in the mention of education as the amount of education increased: from 12 percent (non-high school graduates) to 36 percent (advanced degrees).

RELIGION: No difference was shown among groups.

* **OCCUPATION:** Managers and professionals had the highest mention of education (29 percent), technical and service groups were next at 22 percent, all other occupations were equally low at 13 percent.

SEX: Females mentioned education 25 percent of the time; males, 18 percent of the time.

HOUSEHOLD COMPOSITION: Married people with children had the highest mention of education (25 percent); married people with no children had the lowest (15 percent).

CHILDREN IN SCHOOL: Those with children in school mentioned education more often (27 percent) than those without children or no children in school (19 percent).

TWIN CITIES: Reversing the 1984 pattern, people living in Minneapolis had the highest mention (34 percent); St. Paul and the remainder of the metropolitan area were lowest at 19 percent.

REGION: Northwest and metropolitan areas mentioned education most frequently (24 percent), while northeast and southeast were lowest (15 percent).

CITY SIZE: No large differences appeared among different size cities.

* **POLITICAL AFFILIATION:** All Democratic groups mentioned education more often than all Republican groups. The Independent-Independent group mentioned education most frequently (26 percent).

B1. In general, how would you rate Minnesota public schools... excellent, good, fair, or poor?

	Number of Responses	Valid Percent[1]	Cumulative Percent
Excellent	513	26.4	26.4
Good	1101	56.7	83.1
Fair	273	14.1	97.2
Poor	54	2.8	100.0
No answer	59	--	
TOTAL	2000	100%	

Summary: 83.1 percent rated schools good or excellent, 16.9 percent rated them fair or poor.

* **COMPARISON WITH 1984:** More people rated schools good or excellent than in 1984 (79.0 percent). This difference is statistically significant.

AGE: Respondents in their 20s had the most fair/poor responses (23 percent). All groups over age 30 said good or excellent at a rate of 82 percent or more; those aged 50-59 were highest at 90 percent.

INCOME: Good/excellent response rate generally increased with income, from 78 percent ($10,000 and under) to 89 percent (over $50,000), with a slight drop in this response from those in the income level $20,000-$30,000.

* **EDUCATION:** Choice of good/excellent increased with education. It increased from 79 percent (non-high school graduate) to 90 percent (B.A. or graduate degree).

RELIGION: For those with religious beliefs, 83 percent gave a good/excellent rating, while 79 percent with no religious beliefs did so. Protestants most frequently rated the schools good or excellent (85 percent).

OCCUPATION: Managers and professionals, and those in technical and farm-forest occupations chose good/excellent at a higher rate, but 80 percent or more of all groups rated schools good/excellent.

SEX: No differences appeared between sexes.

HOUSEHOLD COMPOSITION: 78 percent of singles rated schools good/excellent; 82 percent of married people with no children and 87 percent of married people with children gave a good or excellent rating.

CHILDREN IN SCHOOL: Parents with children in private school gave the largest fair/poor rating (26 percent, down from 41 percent in 1984). Only 12 percent of those with children in public schools gave a fair or poor rating.

[1] "Valid percent," used here and in the following questions, refers to percents based on those who gave valid responses, that is, those who did not answer "no answer." "No answer" includes those for whom it was not appropriate to answer, those who refused to answer, and those who had no answer.

- **TWIN CITIES:** Lowest rates of good/excellent were in Minneapolis (73 percent) and St. Paul (78 percent, up from 60 percent in 1984). Highest rates were outstate (85 percent).

  REGION: Northwest had the largest good/excellent response rate (95 percent); metropolitan and central regions were lowest at 81 percent.

  CITY SIZE: Not much difference appeared in opinion by city size.

  POLITICAL AFFILIATION: The Independent-Independent group had the lowest percentage rating good or excellent (76 percent).

B2. One proposal for reforming public schools is to significantly increase teacher salaries...should this be adopted in Minnesota or not?

	Number of Responses	Valid Percent	Cumulative Percent
Yes	1024	55.4	55.4
No	826	44.6	100.0
No answer	150	--	
TOTAL	2000	100%	

* **COMPARISON WITH 1984:** More people supported such an increase than in 1984 (49.3 percent). This increase is statistically significant.

AGE: The number of persons answering yes decreased with age, with 65 percent of people in their 20s approving. For those over age 50, the approval rate was rather constant at 46 percent.

INCOME: Generally, the approval rate increased with income. The lowest rate was for those earning $10,000-$20,000 (48 percent).

* **EDUCATION:** A distinct upward trend appeared in the proportion of yes responses as education increased, from 45 percent (non-high school graduates) to 73 percent (advanced degree).

RELIGION: Protestants approved at a rate of 53 percent and Catholics, 56 percent; these two were the lowest among all religious groups.

OCCUPATION: People in farm-forest occupations had the lowest approval (25 percent); managers and professionals, the highest (69 percent).

SEX: Females said yes more than males; 60 percent compared to 50 percent.

HOUSEHOLD COMPOSITION: Single parents had the highest proportion of yes responses (62 percent); married people with no children had the lowest (49 percent).

CHILDREN IN SCHOOL: Those with no children in school had the highest approval (59 percent); those with children in private school, the lowest (50 percent).

* **TWIN CITIES:** Outstate people had the lowest yes rating (47 percent); St Paul, the highest (72 percent).

REGION: Highest approval came from people in the metropolitan area (64 percent); lowest, from those in the southwest (42 percent).

CITY SIZE: People living in cities of 10,000 or more had the highest yes response (64 percent).

POLITICAL AFFILIATION: All Democratic groups and Independent-Independents approved at a rate of around 60 percent. All Republican groups had lower approval rates, around 50 percent.

There are several ways to insure that children in all Minnesota public schools receive equal educational opportunities. Tell me whether you favor or oppose each one.

B3. Providing more state aid to school districts with less ability to fund their own educational programs... do you favor or oppose this?

	Number of Responses	Valid Percent	Cumulative Percent
Favor	1633	84.6	84.6
Oppose	298	15.4	100.0
No answer	69	--	
TOTAL	2000	100%	

COMPARISON WITH 1984: No significant difference.

AGE: People in their 20s favored this the most (89 percent); those in their 50s or older, the least (81 percent). Approval decreased with age, but remained constant after age 50.

INCOME: No substantive differences appeared.

EDUCATION: Only those without a high school degree differed, they had the lowest proportion favoring, 80 percent.

RELIGION: There were no substantial differences among groups.

* **OCCUPATION:** Those in crafts and repair had the lowest proportion favoring (72 percent) and those in farm-forest occupations were next at 76 percent. All other groups were above 85 percent.

SEX: No differences were apparent between sexes.

HOUSEHOLD COMPOSITION: Single parents had the highest rate of approval (93 percent); married persons had the lowest (83 percent).

CHILDREN IN SCHOOL: Only those with children in private schools were below 85 percent favoring; for them 73 percent favored.

TWIN CITIES: People in the Minneapolis/St. Paul area approved at an 89 percent rate, the rest of the state approved at an 84 percent rate.

REGION: People in the northeast have the highest rate favoring (88 percent); people in the southeast and southwest have the lowest approval rates (81 percent).

CITY SIZE: No significant differences were shown.

* **POLITICAL AFFILIATION:** All Democratic groups favored the most (90 percent), while all Republican groups favored at a lower rate. Strong Republicans had the lowest proportion favoring (69 percent).

B4. Restricting the spending level of wealthier school districts so their programs remain similar to those in poorer school districts... do you favor or oppose this?

	Number of Responses	Valid Percent	Cumulative Percent
Favor	973	50.5	50.5
Oppose	954	49.5	100.0
No answer	73	--	
TOTAL	2000	100%	

COMPARISON WITH 1984: No significant difference.

AGE: The youngest people (20s), and the oldest (over 60), gave the highest approval (54 percent and 65 percent); people in their 30s gave the lowest approval (41 percent).

* **INCOME:** There was a distinct downward trend in approval as income increased, from 65 percent (less than $10,000) to 27 percent (more than $50,000).

* **EDUCATION:** Again, a distinct downward trend in approval appeared as education increased, from 72 percent (non-high school graduates), to 23 percent (college or graduate degree).

RELIGION: Those with religious beliefs had 51 percent favorable responses, while those with no religious beliefs had only 38 percent favorable responses.

* **OCCUPATION:** Managers and professionals had a much lower approval rating (32 percent) than other occupations. Farm-forest occupations had the highest approval rating (72 percent).

SEX: Males were 45 percent in favor; females, 55 percent.

HOUSEHOLD COMPOSITION: Married persons with kids approved at a lower level (48 percent) than others, but the levels did not differ much (48 percent to 54 percent).

CHILDREN IN SCHOOL: Those with no children had the highest approval ratings (53 percent). All others were around 48 percent.

TWIN CITIES: Minneapolis had the lowest approval rating (40 percent); outstate had the highest (58 percent).

REGION: People in the northeast favored this proposal the most (68 percent); people in the metropolitan area favored it the least (43 percent).

CITY SIZE: Those in the smaller cities favored it more than those in larger cities.

* **POLITICAL AFFILIATION:** Strong Democrats favored at the highest rate (62 percent), while strong or weak Republicans favored this policy the least, around 39 percent.

B5. Requiring schools to test students' skills through annual standardized tests...do you favor or oppose this?

	Number of Responses	Valid Percent	Cumulative Percent
Favor	1766	90.1	90.1
Oppose	195	9.9	100.0
No answer	39	--	
TOTAL	2000	100%	

AGE: There was not much difference in response rates for different age groups.

INCOME: The lowest income group (less than $10,000) had the lowest rate of favoring (88 percent), and the next to highest income group ($40,000 to $50,000) had the highest rate (93 percent). Ninety percent of the other groups favored the proposal.

EDUCATION: There was a downward trend as education level increased, except for the non-high school graduate group (90 percent); responses ranged from 92 percent (high school) to 84 percent (graduate degree).

RELIGION: No difference among religions or non-religious groups.

OCCUPATION: Manager-professional as well as farm-forest groups favored the proposal at a rate of 87 percent, while others were above 90 percent, with the operators-laborers group highest at 94 percent.

SEX: No difference between sexes.

HOUSEHOLD COMPOSITION: Single parents had the lowest rate of favoring (87 percent) while all the others favored at about a 90 percent rate.

CHILDREN IN SCHOOL: There was not much difference among groups.

TWIN CITIES: No difference appeared in response rates among groups.

REGION: Southeast had the lowest rate of favoring the proposal (86 percent). All other regions had the same or very close rates of favoring.

CITY SIZE: Those in cities with smaller populations favored the proposal slightly more than those in larger cities.

POLITICAL AFFILIATION: No differences appeared among different political groups.

B5a. (If favoring B5 policy). Publishing the school averages from these annual standardized tests...do you favor or oppose this?

	Number of Responses	Valid Percent	Cumulative Percent
Favor	1311	76.5	76.5
Oppose	403	23.5	100.0
No answer	52	--	
Not favoring B5	234	--	
TOTAL	2000	100%	

AGE: There is no clear pattern between the rates of favoring and age. Those in their 40s had the highest rate of favoring (83 percent).

INCOME: The proportion of those favoring decreased as income increased, down to 73 percent (for the group $20,000-$30,000), and then it increased, up to 81 percent for those earning $50,000 or more.

EDUCATION: Advanced degree holders had a high rate favoring publishing the school averages (90 percent). High school grads had the lowest rate (74 percent).

RELIGION: Those affiliated with religious groups favored publishing the school averages by only 76 percent, while those with no religious affiliation favored this policy by 82 percent.

OCCUPATION: Operatives had 73 percent favoring, the lowest rate, compared to 79 percent, the highest rate for both the manager and professional groups and the crafts and repair groups.

SEX: Not much difference appeared between sexes.

HOUSEHOLD COMPOSITION: Single parents, again, favored this less (74 percent) compared to other groups, which averaged a rate of 77 percent.

CHILDREN IN SCHOOL: Those who had children in private schools favored the proposal most (84 percent), while all the others were around 76 percent.

TWIN CITIES: St. Paul had the highest rate of favoring (84 percent); all other locations were at 76 percent.

REGION: The central region favored by 82 percent, the highest rate; while northeast favored at 70 percent, the lowest.

CITY SIZE: Larger cities favored publishing school averages more than smaller cities.

* **POLITICAL AFFILIATION:** All Republican groups and Independent-Independents favored more (around 80 percent) than all Democrat groups (74 percent).

B6. Governor Perpich has suggested allowing parents to send 11th and 12th graders to any public school, regardless of location, and having state aids transfer to that school along with the student...do you favor or oppose this?

	Number of Responses	Valid Percent	Cumulative Percent
Favor	594	30.9	30.9
Oppose	1327	69.1	100.0
No answer	79	--	
TOTAL	2000	100%	

AGE: Younger people tended to oppose at a lower rate than older people. The group in their 20s had a rate of 61 percent opposed, while those in their 50s had a slight local peak of 78 percent opposed.

INCOME: Those with the lowest incomes ($10,000 or below) and the highest incomes ($50,000 and above) had the lowest rate of opposition (65 percent); other rates were around 69 percent.

EDUCATION: Not much difference appeared among different educational levels. Only high school graduates were opposed at a slightly higher rate (72 percent).

RELIGION: Protestants opposed at the highest rate (74 percent); Catholics followed with 65 percent. Others (including non-religious) opposed at 57 percent.

OCCUPATION: The farm-forest group opposed the proposal at a rate of 82 percent, the highest rate; while operatives opposed at the lowest rate (65 percent).

SEX: There is not much difference in rates between sexes.

HOUSEHOLD COMPOSITION: Single parents opposed at the lowest rate (56 percent) among groups. Those married had a rate of 72 percent opposition.

CHILDREN IN SCHOOL: Those who had children in public schools opposed most (72 percent) and those who had them in private schools opposed least (61 percent).

* **TWIN CITIES:** The outstate group opposed the proposal at the highest rate (73 percent), compared to Minneapolis (51 percent) and St. Paul (62 percent).

REGION: Northwest had the highest rate of opposition (81 percent) and the metropolitan area had the lowest (65 percent).

CITY SIZE: Larger cities favored the proposal more than smaller cities.

POLITICAL AFFILIATION: Various Democrat groups favor more than Republican groups, 33 percent vs. 28 percent, strong Democrats favored this the most (36 percent).

B7a. If the governor's proposal is accepted, would you favor or oppose also extending this type of open enrollment policy to include...9th and 10th grades in public school?

	Number of Responses	Valid Percent	Cumulative Percent
Favor	469	24.4	24.4
Oppose	1454	75.6	100.0
No answer	77	--	
TOTAL	2000	100%	

AGE: Opposition increased as age increased, from 70 percent (for those in their 20s) to 83 percent (for those in their 60s). However, those who were 70 or older opposed at the rate of 73 percent.

INCOME: Opposition increased from 69 percent to 82 percent as income increased from $10,000 or under to $30,000-$40,000; then it decreased for higher income classes. It was 74 percent for those earning $50,000 or more.

EDUCATION: There was not much variation in rates with levels of education, except that those with less than a high school education opposed at the lowest rate (71 percent).

RELIGION: Protestants opposed the proposal most (80 percent). Catholics were next (73 percent). Others, as well as those with no religion, had the lowest rate of opposition (about 65 percent).

OCCUPATION: The farm-forest group opposed the proposal most (89 percent), those in service opposed it least (69 percent). All the others opposed at a rate around 76 percent.

SEX: There was not much difference in opinion between sexes.

HOUSEHOLD COMPOSITION: Single parents opposed at the lowest rate (69 percent) while married people, either with or without children, opposed at a rate of 78 percent.

CHILDREN IN SCHOOL: Those who had children in public schools opposed this the most (80 percent); those in private schools, the least (67 percent).

* **TWIN CITIES:** Minneapolis and St. Paul opposed the proposal the least (with rates of 56 percent and 65 percent respectively), while those outside the cities opposed at a rate of 78 percent.

REGION: The metropolitan area had the lowest rate of opposition (73 percent), the central region was next at 75 percent, and others opposed at a rate of around 80 percent.

* **CITY SIZE:** The rate of those favoring increased as population increased (from 20 percent to 28 percent).

POLITICAL AFFILIATION: Not much difference appeared among different groups.

B7b. If the governor's proposal is accepted, would you favor or oppose also extending this type of open enrollment policy to include...all grades in public school?

	Number of Responses	Valid Percent	Cumulative Percent
Favor	341	17.8	17.8
Oppose	1580	82.2	100.0
No answer	79	--	
TOTAL	2000	100%	

AGE: Increasing opposition with age as in B7a, except the rates (for opposition) were higher throughout.

INCOME: As in B7a, increasing opposition with income, from 74 percent for the lowest income group ($10,000 or under) to 89 percent for the $30,000-$40,000 group. Rates of opposition were higher than for B7a. The drop-off in opposition occurred one group earlier; the $40,000-$50,000 group opposed at a rate of 82 percent.

EDUCATION: Again, the distribution is the same as in B7a and the rates of opposition are higher throughout.

RELIGION: Protestants here too had the highest rate of opposition (85 percent) with Catholics next (80 percent); others had rates around 76 percent.

OCCUPATION: Farm-forest group opposed the most (86 percent); operatives were lowest, opposing at a rate of 78 percent.

SEX: No difference between sexes.

HOUSEHOLD COMPOSITION: The distribution is the same as in B7a, only the rates (for opposition) were higher throughout: single parents oppose least (75 percent), married people oppose most (84 percent).

CHILDREN IN SCHOOL: Those with children in school had the extreme positions: 86 percent with children in public school opposed the proposition, 76 percent with children in private school opposed it.

* **TWIN CITIES:** Same as in B7a, with Minneapolis least opposed (70 percent). There was a higher rate of opposition throughout than in question B7a.

REGION: Metropolitan and southeast regions opposed at a rate of 81 percent; northwest and northeast at 86 percent.

CITY SIZE: No differences appeared among different sized cities.

POLITICAL AFFILIATION: No differences were apparent among various political groups.

B7c. If the governor's proposal is accepted, would you favor or oppose also extending this type of open enrollment policy to include...all grades in non-public school?

	Number of Responses	Valid Percent	Cumulative Percent
Favor	501	28.0	28.0
Oppose	1286	72.0	100.0
No answer	213	--	
TOTAL	2000	100%	

AGE: As in B7a and B7b, opposition increased as age increased, dropping off for those 70 or older. The rates of opposition were about 5 percent lower for this question than for B7a.

INCOME: Again, the rate of opposition increased with income: from 65 percent for those earning $10,000 or under, to 75 percent for those earning $30,000-$40,000. The rate of opposition then dropped slightly for those with higher incomes.

EDUCATION: Rates of opposition were similar for all groups, but lowest for those without a high school degree (64 percent).

RELIGION: Protestant opposition was highest (74 percent); all other groups were around 69 percent.

OCCUPATION: Those in farm-forest occupations opposed at the highest rate (80 percent) as in B7a and B7b. All other groups were around 71 percent.

SEX: No difference appeared between sexes.

HOUSEHOLD COMPOSITION: The lowest rate of opposition came from single adults without children (66 percent). All others were at 72 percent or above and married people with children opposed at a rate of 75 percent.

CHILDREN IN SCHOOL: Again, highest opposition came from those with children in public schools (78 percent). All others opposed at a rate around 70 percent.

TWIN CITIES: The lowest rates of opposition again came from Minneapolis and St. Paul, around 60 percent. Outstate opposition was 75 percent.

REGION: The metropolitan region was again the lowest in its opposition (70 percent), with the central and southwest regions next (72 percent). Highest opposition was found in the northwest (80 percent).

CITY SIZE: No difference appeared among different sized cities.

POLITICAL AFFILIATION: No difference showed up among political groups.

B8. The governor and legislative leaders have promised a major tax cut. Would you be willing to forego a portion of that tax cut if the money went to improving public schools?

	Number of Responses	Valid Percent	Cumulative Percent
Yes	1499	77.5	77.5
No	435	22.5	100.0
No answer	66	--	
TOTAL	2000	100%	

AGE: There was a decrease in the rate of choosing yes as age increased, from 82 percent (those in their 20s and 30s) to 69 percent (those over 70).

INCOME: The rate of yes responses increased as income went up, through the $30,000-$40,000 category, then the rate dropped. The highest rate was 83 percent and the lowest, 74 percent.

EDUCATION: Those with less than a high school degree had the lowest approval rate (69 percent) those who had some college had the highest rate (82 percent).

RELIGION: The non-religious group approved at the highest rate (81 percent). The "other" religious group had the lowest rate (75 percent).

OCCUPATION: Eighty-one percent of the service group approved (the highest rate), while 67 percent of the farm-forest group approved (considerably below the others).

SEX: There was not much difference in rates between sexes.

HOUSEHOLD COMPOSITION: Those persons who were married but without children had the lowest rate of approval (71 percent). All others were above 77 percent with single parents at 83 percent approval.

- **CHILDREN IN SCHOOL:** Those who had children in private schools approved least (56 percent); next highest were those who did not have children (74 percent), still below the overall rate.

TWIN CITIES: No difference appeared among groups.

REGION: Northeast and southeast had the highest approval rates (around 83 percent), while central and southwest had the lowest rates (75 percent).

CITY SIZE: No difference appeared by size of city.

- **POLITICAL AFFILIATION:** Strong Democrats approved the most (87 percent) and strong Republicans approved the least (62 percent). Democrats overall approved more than Republicans.

89. In the past few years the problems of public schools have been getting increasing attention. What do you think is the main source of these problems...students, parents, teachers, school administrations, school boards, or the general problems of society?

	Absolute Number	Valid Percent	Cumulative Percent
Students	96	5.0	5.0
Parents	225	11.6	16.6
General problems of society	998	51.6	68.2
Teachers	99	5.1	73.3
School administrations	159	8.2	81.5
School boards	133	6.9	88.4
Mix (or other)	225	11.6	100.0
No answer	65	--	
TOTAL	2000	100%	

Summary: 68.2 percent felt the source of problems was outside of the educational environment (students, parents, or general problems of society); 20.2 percent felt the schools themselves were the source (teachers, administrations, or boards); and 11.7 percent felt the source was some mix of the individual sources (a very few mentioned an unspecified source).

AGE: No clear trend appeared, though those under 50 more often tended to identify the schools themselves as the source. Those in their 20s named this source the most (25 percent).

INCOME: No significant differences appeared by income level.

- **EDUCATION:** For those with a college or graduate degree, there is a significant drop in identifying the schools as the source of the problems (17 percent and 11 percent respectively).

RELIGION: Protestants identified the schools least often (18 percent), Catholics chose them most often (24 percent).

- **OCCUPATION:** Managers-professionals identified the schools least often (13 percent); the farm-forest people chose them most often (26 percent). All other groups were around 21 percent.

SEX: No differences appeared between sexes.

HOUSEHOLD COMPOSITION: Married people without children named the schools least often (19 percent); single parents named them the most often (25 percent).

CHILDREN IN SCHOOL: People with children not in school named the schools least often (18 percent). Those with children in private schools identified the public schools as the source of the problem most often (25 percent). All other groups were at 20 percent.

TWIN CITIES: Schools were named as the source of the problem most by outstate residents (23 percent) and least by those living in the metropolitan area outside the central cities (17 percent). Minneapolis stood at 19 percent, St. Paul at 22 percent.

REGION: Highest mention of schools was in the southwest region (26 percent); lowest, the metropolitan region (17 percent).

CITY SIZE: The mention of schools decreased as city size increased: from 24 percent for cities under 1000 to 18 percent for cities of 10,000 or more.

* **POLITICAL AFFILIATION:** Republicans mentioned schools more (24 percent) than Democrats (17 percent), but the extremes were with the Independents with Republican leanings (26 percent) and the Independents with Democratic leanings (16 percent).

B10. Right now, Minnesota gives aid to private schools through tuition tax credits and other programs. Do you strongly agree, agree, disagree, or strongly disagree with this policy?

	Number of Responses	Valid Percent	Cumulative Percent
Strongly agree	262	13.4	13.4
Agree	989	50.5	63.9
Disagree	538	27.5	91.4
Strongly disagree	168	8.6	100.0
No answer	43	--	
TOTAL	2000	100%	

Note: In the text below, agreement refers to the two agreement categories; disagreement, to the two disagreement categories. Summary: 64 percent agreement, 36 percent disagreement.

COMPARISON WITH 1984: No significant difference.

AGE: People in their 40s agreed the most (71 percent); those in their 70s, the least (58 percent).

INCOME: Agreement was lowest (56 percent) for those with less than $10,000 income, and was at or above 67 percent for all other income groups except those with incomes between $20,000 and $30,000, where it was 61 percent.

EDUCATION: Increasing trends appeared in both strong agreement and strong disagreement as education increased, from 8.8 and 7.9 percent respectively for non-high school graduates, to 20 and 21 percent respectively for those with graduate degrees. In total, however, those with a graduate degree agreed at a low 56 percent rate. With this exception, agreement increased as education increased: from 62 percent for those without a high school diploma to 66 percent for those with a college degree.

* **RELIGION:** Catholics agreed the most with this policy (80 percent). Only 45 percent of those without religious affiliation agreed.

OCCUPATION: No significant differences appeared by occupational group.

SEX: No differences showed up between sexes.

HOUSEHOLD COMPOSITION: Only 57 percent of single parents agreed, while all other groups were above 63 percent.

* **CHILDREN IN SCHOOL:** Parents of private school children had much higher agreement than all other groups (94 percent). Parents of public school children agreed the least (58 percent).

TWIN CITIES: Agreement was highest in St. Paul (71 percent) and lowest outstate (62 percent).

REGION: Northwest and northeast had the lowest rates of agreement (56 percent); all others were over 63 percent.

CITY SIZE: Smaller cities had slightly lower rates of agreement than other cities.

* **POLITICAL AFFILIATION:** All Republican groups agreed more (rates around 63 percent) than all Democratic groups (around 60 percent).

APPENDIX A - STRATIFICATIONS USED FOR EACH DEMOGRAPHIC VARIABLE

NOTE: Response patterns for a survey sample of this size should be within a range of ±5 percent of the state's true values. The reader may compare, for each variable, the "valid percent" with the 1980 Census percent to see how valid the survey sample was as a representation of the state's population as a whole, though some differences may be due to the five year time interval.

AGE

	Absolute Number	Valid Percent	1980 Census (Percent)
20s	469	23.6	27.5
30s	463	23.3	20.5
40s	351	17.7	14.2
50s	271	13.6	14.0
60s	224	11.2	11.6
70s and up	210	10.6	12.1
Missing	12	—	
TOTAL	2000	100%	

INCOME (household)

	Absolute Number	Valid Percent	1980 Census (Percent)
$10,000 or under	313	16.6	27.0
$10,000-$20,000	378	20.0	29.1
$20,000-$30,000	490	26.0	22*
$30,000-$40,000	317	16.8	12*
$40,000-$50,000	197	10.4	6*
$50,000 and up	193	10.2	4.4
Missing	112	—	
TOTAL	2000	100%	

*$20-50,000 range was not broken in $10,000 increments in the Bureau of the Census reports. Numbers are rough approximates for these incomes. Totals for this range are 49.5 percent (survey) and 39.5 percent (census).

EDUCATION (highest degree)

	Absolute Number	Valid Percent	1980 Census (Percent)
Non-high school graduate	263	13.2	26.9
High school graduate	927	46.5	38.6
Some or two-year college	418	21.0	17.1
B.A.	285	14.3	10.0
Graduate degree	100	5.0	7.4
Missing	7	—	
TOTAL	2000	100%	

RELIGION

	Absolute Number	Valid Percent	No Census Data Available
Protestant	1091	54.9	
Catholic	645	32.5	
Other	141	7.1	
None	109	5.5	
Missing	14	—	
	2000	100%	

OCCUPATION (major 1980 census categories)

	Absolute Number	Valid Percent	1980 Census* (Percent)
Managers and professionals ("Manager and Professional Specialty," e.g., legislators, accountants, engineers, teachers)	470	24.5	23.0
Technical ("Technical, Sales and Administrative Support," e.g., electronic technicians, salespersons, secretaries)	638	33.2	30.1
Service (e.g., waiters and waitresses, police and fire-fighters, barbers and hairdressers)	299	15.6	14.0
Farm and forest ("Farming, Forestry and Fishing," e.g., farmers, loggers, grounds-keepers)	113	5.9	5.8
Crafts and repair ("Precision, Production, Craft and Repair," e.g. mechanics, carpenters, butchers)	136	7.1	11.3
Operators and laborers ("Operators, Fabricators and Laborers," e.g. printers, assemblers, truck drivers, laborers)	264	13.8	15.9
Missing	80	--	
TOTAL	2000	100%	

*Survey includes occupations for anyone who ever worked; census data is only for current workers.

SEX

	Absolute Number	Valid Percent	1980 Census (Percent)
Male	959	48.0	48.1
Female	1041	52.1	51.9
TOTAL	2000	100%	

HOUSEHOLD COMPOSITION

	Absolute Number	Valid Percent	1980 Census (Percent)
Married, no children	535	26.8	28.8
Married, with children	887	44.5	33.9
Single parent	97	4.9	5.3
Single, no children	474	23.8	32.0
Missing	7	—	
TOTAL	2000	100%	

CHILDREN IN SCHOOL

	Absolute Number	Valid Percent	No Census Data Available
No children living at home	1010	50.7	
Children do not attend school	294	14.7	
Children in public schools	602	30.2	
Children in private schools	73	3.7	
Children in both types of schools	15	.8	
Missing	6	—	
TOTAL	2000	100%	

TWIN CITIES (and the rest of the state)

	Absolute Number	Valid Percent	1980 Census (Percent)
Minneapolis	157	7.9	9.1
St. Paul	122	6.1	6.6
Other metro	706	35.3	33.0
Outstate	1013	50.7	51.3
Missing	2	—	
TOTAL	2000	100%	

REGION (of the state)

	Absolute Number	Valid Percent	1980 Census (Percent)
Northwest	88	4.4	3.8
Northeast	183	9.2	8.4
Central	401	20.1	20.2
Southwest	149	7.5	8.8
Southeast	192	9.6	9.9
Metro	983	49.2	48.8
Missing	4	—	
TOTAL	2000	100%	

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CITY SIZE (population)

	Absolute Number	Valid Percent	1980 Census* (percent)
Under 1,000	115	7.5	6.6
1,000 - 2,500	123	8.1	10.3
2,500 - 10,000	253	16.6	15.3
Over 10,000	1036	67.8	67.8
Open country	473	—	—
TOTAL	2000	100%	100%

*Based on a random sample of 100 cities.

POLITICAL AFFILIATION (and strength of identification)

	Absolute Number	Valid Percent	Minnesota Poll* (percent)
Strong Republican	244	12.9	27
Weak Republican	263	13.9	
Independent-Republican	272	14.4	16
Independent-Independent	168	8.9	10
Independent-Democrat	282	14.9	10
Weak Democrat	312	16.5	34
Strong Democrat	348	18.4	
Missing	111	—	3
TOTAL	2000	100%	100%

*Minneapolis Star and Tribune, September 1, 1985.

APPENDIX B - RESULTS OF THE CHI-SQUARE TEST FOR EACH VARIABLE

NOTE: Chi-square, X^2, was computed for each combination of survey question and demographic (explanatory) variable. Each test involved the full range of possible non-missing responses on both the survey question and the demographic variable; no collapsing was allowed. Because of this, and because chi-square does not test for ordinal trends, the level of statistical significance indicated in this table will not match well with relationships highlighted in the text.

STATISTICAL SIGNIFICANCE OF SUB-GROUP RELATIONSHIP WITH EACH SURVEY QUESTION BASED ON THE X^2 TEST

	A2	B1	B2	B3	B4	B5	B5a	B6	B7a	B7b	B7c	B8	B9	B10
Age	**	**	**	*	**			**	**	**	**	**	**	*
Income	*	*	**		**				*	**				**
Education	**	**	**		**	**	**			**	**	**	**	**
Religion		*	*		*			**	**	**				**
Occupation	**	*	**	**	**	*		*	**			*	**	
Sex	**		**		**									
Household comp.	**	**	**	*				**		**	**	**	**	**
Children in school	**	**				**					**	**	**	**
Twin Cities	**	**	**		**			**	**	**	**			
Region	*	**	**		**			**	*				**	
City size			**		**									
Political affiliation		**	**	**	**							**	**	**

* : significant at .05 but not at .01

** : significant at .01